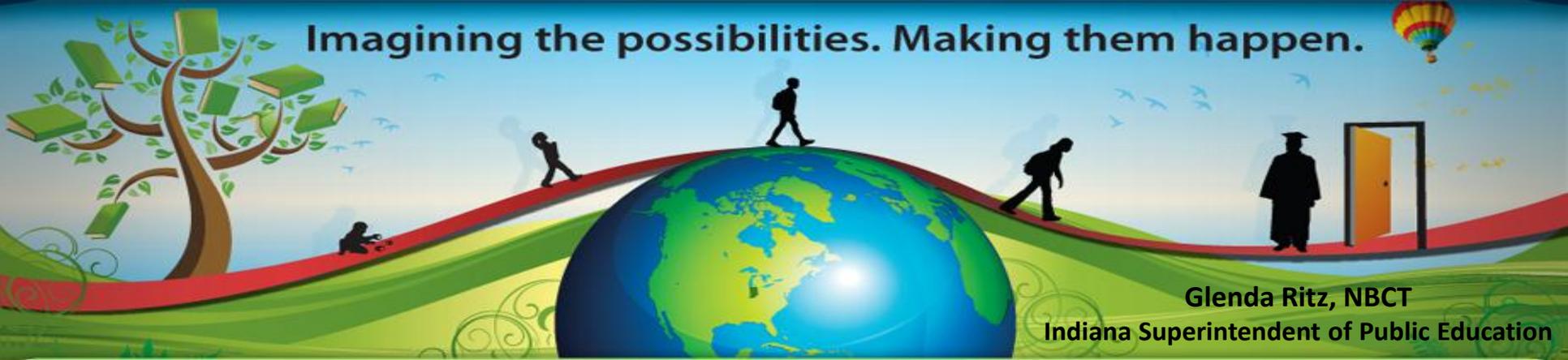


Imagining the possibilities. Making them happen.



Glenda Ritz, NBCT  
Indiana Superintendent of Public Education

# INDIANA ACADEMIC STANDARDS SOCIAL STUDIES

2014

# K-12 TEACHERS AND SOCIAL STUDIES SPECIALISTS THOROUGHLY REVIEWED AND UPDATED THE STANDARDS

Teacher Committees were created

Memo's sent via Learning Connection and Superintendents Mail

- |  |                                      |
|--|--------------------------------------|
| Kindergarten – 5 members (100)           | • Global Economics – 3 members (33)  |
| 1 <sup>st</sup> Grade – 8 members (102)  | • Economics – 12 members (168)       |
| 2 <sup>nd</sup> Grade – 3 members (64)   | • GHW – 8 members (212)              |
| 3 <sup>rd</sup> Grade – 8 member (168)   | • Psychology – 4 members (42)        |
| 4 <sup>th</sup> Grade – 8 members (167)  | • Sociology – 2 members (59)         |
| 5 <sup>th</sup> Grade – 10 members (203) | • U.S. Government – 12 members (211) |
| 6 <sup>th</sup> Grade – 13 members (210) | • U.S. History – 15 members (311)    |
| 7 <sup>th</sup> Grade – 23 members (276) | • World Geography – 3 members (80)   |
| 8 <sup>th</sup> Grade – 22 members (283) | • World History – 14 members (237)   |

**175 Reviewers**

**3,128 Years of Experience**

# HIGHER EDUCATION CONTENT SPECIALISTS REVIEWED AND UPDATED THE STANDARDS

- **Franklin College**
- **IUPUI**
- **Indiana State University**
- **Purdue University**
- **Bureau of Jewish Education**
- **Children's Museum**
- **Benjamin Harrison Presidential Site**
- **Conner Prairie**
- **Geography Educators Network of Indiana**
- **Indiana Historical Society**
- **Indiana Council for Economic Education**
- **Indiana Council for the Social Studies**

Social Studies Reviewers



Group

- 9-12
- 6-8
- 3-5
- K-2
- Multiple

# THE 2014 SOCIAL STUDIES STANDARDS ARE SUBSTANTIALLY SIMILAR TO THE 2007 STANDARDS

- Minor revisions made
  - Mostly editing
  - Tried to make the standards more “teacher friendly”
- A Global emphasis was included in Grade 2, Grade 3, and Grade 4
- Benjamin Harrison was included in Grade 2, Grade 3, Grade 4, High School U.S. History, and High School U.S. Government

## ❑ WORLD HISTORY

- Reorganized
- 9 standards to 7 standards

## ❑ PSYCHOLOGY

- Also reorganized
- 6 standards to 8 standards

## ❑ SOCIOLOGY

- Was made more complete
- 8 standards to 11 standards

# TEACHER RESOURCE DOCUMENTS

- Examples in Grade 8 and above were moved to a more complete and robust TEACHER RESOURCE DOCUMENT
- The resource document is a Teacher's Edition for the standards
- The resource document provides clarity and resources when needed
- Other Resource Documents that contain historic sites, museums, primary sources from the Indiana Historical Society will also be included

# STANDARDS RESOURCE GUIDE

## Grade 8

### Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

#### Historical Knowledge

**8.1.1** Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.

[AmericanIndians.net](http://AmericanIndians.net)

[Native American Cultures](#)

- **Mohawk, Iroquois, Huron and Ottawa;**
- **French and Native American Indian alliances;**
- **French and Indian War;**
- **British alliances with Native American Indians;**
- **settler encroachment on Native American Indian lands;**
- **Native American Indian participation in the Revolutionary War**

**8.1.2** Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

[American Colonies Chart](#)

**Historical Scene Investigation: [The “Starving Time” in Jamestown](#)**

**8.1.3** Explain the conditions, causes, consequences and significance of Britain’s struggle to maintain control of colonies during the French and Indian War (1754–1763).

[KEY EVENTS & BATTLES, FRENCH & INDIAN WAR](#)

8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).

**[Colonists Protest British Policies \(Video Clip\)](#)**

**[British Reforms and Colonial Resistance, 1763-1766](#)**

**Historical Scene Investigation: [The Boston Massacre](#)**

**[History Channel Video Clips](#)**

8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).

**Digital History: [American Revolution](#) (be sure to check “DOCUMENTS” and “FOR TEACHERS”)**

**TEACHING WITH DOCUMENTS: [IMAGES OF THE AMERICAN REVOLUTION](#)**

**Historical Scene Investigation: [Lexington and Concord](#)**

**Gilder Lehrman: [The Declaration of Independence](#)**

**[The American Revolution](#)**

8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.

**Edsitement – Lesson 1: [The President Under the Articles of Confederation](#)**

**Edsitement – Lesson 2: [Chief Executives compared: The Federalist Papers](#)**

**Historical Scene Investigation: [“I Smelt a Rat” \(Constitution Controversy\)](#)**

**Gilder Lehrman: [Our Constitution: The Bill of Rights](#)**

**Gilder Lehrman: [The United States Constitution: Federalists v. Anti-Federalists](#)**

8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.

**Edsitement: [George Washington: The Precedent President](#)**

**[Gilder Lehrman: Washington’s Farewell Address](#)**

# U.S. HISTORY – High School

## Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

### Primary Source Documents

[100 Milestone Documents](#)

[Revolution and the New Nation](#) (1754-1820's)

[Expansion and Reform](#) (1801-1868)

[Civil War and Reconstruction](#) (1850-1877)

**USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)

- [Declaration of Independence](#)
- [The Declaration and Natural Rights](#)
- [Northwest Ordinance \(1787\)](#)
- [U.S. Constitution \(1787\)](#)
- [Federalist Paper 10 \(1787\)](#)
- [Federalist Paper 51 \(1788\)](#)
- [Bill of Rights \(1791\)](#)
- [Washington's Farewell Address \(1796\)](#)
- [Gilder Lehrman: Washington's Farewell Address](#) (free registration)
- [The Alien and Sedition Acts \(1798\)](#)
- [Jefferson's First Inaugural Address \(1801\)](#)
- [Marbury v. Madison \(1803\)](#)
- [McCulloch v. Maryland \(1819\)](#)
- [Indiana Constitution \(1816\)](#)
- [Indiana Constitution \(1851\)](#)

**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)

- iCivics: [Federalism](#) (free registration)
- [Federalism: U.S. v. the States](#)
- [Nationalism and Sectionalism](#) (short video)

### ALSO:

- Expansion
- Slavery
- Liberty vs. order

**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.  
(Government, Economics)

- [The Second Great Awakening and the Age of Reform](#) Articles
- [Edsitement Lesson: Slave Narratives](#)
- [Nat Turner rebellion](#)
- [Compromise of 1820](#)
- [Abolitionism in Indiana](#)
- [Levi Coffin](#) (Indiana)
- [Compromise of 1850](#)
- [Kansas-Nebraska Act](#)
- [EDSITEment Lesson: The Kansas-Nebraska Act of 1854: Popular Sovereignty and the Political Polarization over Slavery](#)
- Teach US History.org: [Lesson Plan](#)
- [Dred Scott v. Sanford \(1856\)](#)
- Teach US History.org: [Lesson Plan](#)
- [John Brown's Raid](#)
- [Temperance movement](#) (Indiana)
- [Temperance Reform in the Early 19<sup>th</sup> Century](#)
- [Women's Rights Movement](#)
- [Education reform](#)

**USH. 1.4** Causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.  
(Government, Economics)

[Causes of the Civil War](#)

[Reconstruction Plans: Lincoln's Plan, Johnson's Plan, Congressional Plan](#)

- Digital History: [Overview of Reconstruction](#)
  - [Edsitement: the Battle Over Reconstruction: The Aftermath of War](#)
  - [Edsitement: the Battle Over Reconstruction: The Politics of Reconstruction](#)
  - [Edsitement: the Battle Over Reconstruction: The Aftermath of Reconstruction](#)

[Johnson's impeachment](#)

[The Impeachment of Andrew Johnson](#)

[Black Codes](#) (Short Video)

[The Compromise of 1877](#)

How successful was reconstruction in dealing with the economic and social problems of freedmen?

# HISTORICAL SITES

## HISTORIC SITES

Site	Standard	City	Address	Phone #	Description
<a href="#">Benjamin Harrison Presidential Site</a> 	2.2.6, 4.1.9, USH2.7, USG.3.14	Indianapolis	1230 North Delaware Street Indianapolis, IN 46202	317-631-1888	Benjamin Harrison lived in this Italianate house from 1875 until his death there in 1901, except from 1889 to 1893 while he was the 23rd President. He was also a Senator from Indiana from 1881 to 1887. Harrison accepted the Republican nomination for the Presidential election in 1888 and conducted his Front Porch Campaign here
<a href="#">Angel Mounds State Historic Site</a> 	4.1.1	Evansville	8215 Pollack Avenue Evansville, IN 47715	812-853-3956	Angel Mounds is the site of the largest settlement of its time in what is now known as Indiana. It was a fortified town serving as a social, political, and religious center for a much larger area of villages, hamlets, and farmsteads that ran 70 miles along the Ohio river, from the Wabash River to 35 miles east of Evansville. The town and surrounding settlements together constituted a chiefdom and were occupied from as early as A.D. 1000 to as late as A.D. 1450 by Native Americans whom archaeologists call Mississippians.
<a href="#">Vincennes Territorial Capitol</a> 	4.1.4	Vincennes	1 West Harrison Street Vincennes, IN	812-882-7422	On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory
<a href="#">Corydon Capitol State Historic Site</a> 	4.1.4	Corydon	126 E Walnut Street Corydon, IN	812-738-4890	Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.

# From the Indiana Historical Society

## Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

**USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)

[Indiana State Constitution-1816](#)

[Indiana State Constitution-1851](#)

[Northwest Ordinance](#)

[An Act for Regulating the Appointment of Officers and for Other Purposes, Passed by the Legislative Council and House of Representatives of Indiana Territory](#)

**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)

[Father Petit Letter, Trail of Tears](#)

[William Henry Harrison to William Eustis, Secretary of War, about the Treaty of Fort Wayne, 1809](#)

[Advertisement for Laborers to work on the Central Canal of Indiana](#)

[Wabash and Erie Canal in Indiana Rates of Toll for 1850](#)

**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)

[State of Indiana vs Graves \(Abolition\)](#)

[List of Emigrants to Liberia](#)

[Homestead of Levi Coffin, Fountain City, Indiana](#)

[New Harmony Land Contract Letter](#)

**USH. 1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

[Photograph of the Original Emancipation Proclamation – September 22, 1862](#)

[Eagleson Civil Rights Case 1894](#)

[Fifteenth Amendment \(Image\)](#)

**THE STANDARDS WERE DISPLAYED  
FOR PUBLIC REVIEW COMMENTS  
FROM LATE JUNE TO EARLY AUGUST  
2013**



**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

# QUESTIONS



**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

# Indiana Department of Education



**IMAGINING**  
the possibilities.  
**MAKING THEM HAPPEN.**



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# EDITS AND REVISIONS – Grades K-5

GRADE	NUMBER OF REVISIONS/EDITS	NUMBER OF STANDARDS ADDED	NUMBER OF STANDARDS REMOVED
Kindergarten	4	0	1 Duplication
Grade 1	12	0	2 Too vague duplication
Grade 2	9	2 Benjamin Harrison Global Connection	0
Grade 3	18	2 Global Connection Imm./B. Harrison	0
Grade 4	16	1 Global Connection Harrison bullets	0
Grade 5	25	1 Am. Revolution	1 Vague Geography standard

# EDITS AND REVISIONS – Grades 6-8

GRADE	NUMBER OF REVISIONS/EDITS	NUMBER OF STANDARDS ADDED	NUMBER OF STANDARDS REMOVED
Grade 6	18	0	2 Duplication 1 Econ Standard
Grade 7	36	0	7 Reorganized 5 history standards 1 geog standard 1 econ standard
Grade 8	50	2 1-Conflict between settlers & N.A. 1-importance of citizens participation	5 2-post 1877 1 geog standard 2 econ standards combined

# EDITS AND REVISIONS – High School

SUBJECT	NUMBER OF REVISIONS/EDITS	NUMBER OF STANDARDS ADDED	NUMBER OF STANDARDS REMOVED
Economics	26	1 National Debt	7 Combined into existing standards
GHW	29	0	1 Combined with existing standard
Government	21	4 -Constitutional Conv. -ideas on govt. -social contract -Benjamin Harrison	4 Covered in existing standards
U.S. History	30	17 -Benjamin Harrison -5 1990 to present Some 2007 standards divided into multiple standards	0